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# University of Texas Bulletin

No. 2246: December 8, 1922

## A STUDY OF RURAL SCHOOLS IN KARNES COUNTY

BY

E. E. DAVIS

Specialist in Rural Education  
Bureau of Extension

and

C. T. GRAY

Associate Professor of the Philosophy of Education

Directed by T. H. Shelby

BUREAU OF EXTENSION



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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar



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## FOREWORD

During the school year of 1921-22 the Bureau of Extension of the University conducted rural school surveys in Wichita, Karnes, and Williamson counties. During the school year of 1922-23 it is the purpose of the Bureau of Extension to conduct similar research investigations in other Texas counties. In this series of surveys will be found a county with millions of oil wealth in it; a county from the timber lands of East Texas; one from the Blackland Belt with its educational and sociological complications arising from high-priced land, the one crop system, farm tenants and absentee landlords; one from the Western Cross Timbers where loss of rural population has brought about a large amount of social stagnation; one from middle west Texas with its thrifty, homogeneous, home-owning English-speaking population; one from the high plains where there is much room for expansion and where there is a wholesome breadth of vision on the part of most of the people; and one from South-west Texas with its cosmopolitan population of Mexicans and other non-English-speaking whites. Thus the rural educational conditions obtaining throughout the state will be covered in a fairly representative way.

The object of these studies is twofold: (1) To enable counties in which they are conducted to see where they stand educationally, and to assist them in the work of educational self-improvement; (2) To obtain a fund of definite, reliable, comprehensive information on the rural-life situation in Texas to be placed at the disposal of students and teachers of education. It is hoped that these studies may make some contribution to the content of the courses in rural education now being offered in the normal colleges and the other colleges of Texas.

The information gathered in the course of these surveys has been obtained through personal interviews with teachers, school patrons, and school trustees; the observation of

the character of the instruction being done by the teachers in the classroom; the inspection of school furniture and school property; the sending of questionnaires to teachers and trustees; the use of such statistical data as could be obtained from the county departments of education, the offices of the county tax assessors and the tax collectors, the State Department of Education at Austin, and the reports of the U. S. Bureau of the Census. In each county where these studies have been made a representative of the Bureau of Extension has spent approximately thirty days in co-operation with the County Superintendent of Schools collecting the necessary information. The blanks and forms used in the course of these surveys may be found in the appendix of this publication.

T. H. SHELBY,  
*Director of the Bureau of Extension,  
University of Texas.*

## CHAPTER I

### THE PEOPLE OF KARNES COUNTY

1. *Composition and Characteristics of the Population.* The U. S. Census for 1920 gave the population of Karnes County as 14,942 persons. There were 4,673 males of twenty-one years of age and older, 41.7 per cent of whom were born of native parentage, 53.1 per cent of foreign-born and mixed parentage, and 5.2 per cent the nativity of whose parentage was not ascertained. There were 1,496, or 32.1 per cent of the total male population of twenty-one years of age and older, that were born in foreign lands. Of this number 77.8 per cent were aliens, 15.8 per cent had become naturalized, and 1.8 per cent had taken out their first papers declaring their intentions to become naturalized. The status of 4.4 per cent was unknown. The composition of the total foreign-born population runs as follows: Austrians, .9 per cent; Mexicans, 82.9 per cent; Czecho-Slovacks, 1.9 per cent; Germans, 8.8 per cent; English, .8 per cent; Polish, 1.2 per cent; Swedes, 1.7 per cent; Swiss, .4 per cent; others, 1.3 per cent.

2. *The Polish People.* The Polish settlement of Pannamaria in this county was made in 1852. It is located in the fertile valley of the beautiful Cibillo Creek. The Polish population now extends over and includes most of the contiguous school districts of Pannamaria, Cestahowa, Hobson, and Falls City. In these four districts there are 402 Polish children of free-school age, most of whom are enrolled in the parochial schools. The total Polish population is approximately 2,200 persons, less than two per cent of whom are foreign-born.

It has been seventy years since the original settlement was made at Pannamaria. During that time the wilderness has been transformed into a land of farms and quaint, independent country homes. But in language, social customs and religious and educational practices, the past three score

and ten years have brought but little change in the constituted order of things originally set up and established by the pioneer fathers. The Polish language is still the dominant language of the community. Indeed, there are men forty years old, born and reared in the community, who can not speak English.

There are two schools in the Pannamaria district, the public free school and the parochial school. The public school employs one teacher and has 33 of the 158 children of free school age enrolled in it this year. The children not enrolled in the public school are presumably enrolled in the parochial school which is under the auspices of the Catholic Church. In the Polish districts of Cestahowa, Hobson, and Falls City the social, educational, and religious conditions are similar to those obtaining in the Pannamaria district.

Among the big problems for the schools in the Polish districts are those of teaching the English language and enforcing its use in the classrooms and on the school playgrounds, and the inculcating of American civic and social ideals. It looks as if the schools in some of the Polish communities have not been very successful in meeting these problems in the past. If America is to endure, its people must be held together by the ties of a common language, common traditions, and universal American customs.

3. *The Swedish People.* The U. S. Census for 1920 gives Karnes County only 55 Swedes of foreign birth. However, there is a very considerable population of Swedish descent in this county. The Swedes are lovers of the soil and are excellent farmers. Most of them are public-spirited citizens. The Cadillac school is in the heart of a big Swedish settlement. This school is modern in most respects, and is, in the judgment of the writer, one of the best three-teacher rural schools in the county. There are more well-improved farm homes in the Cadillac community than in any other community of the county. As a rule, the Swedes throughout Texas are good citizens and adopt American ideals and American institutions with little difficulty.

4. *The German People.* Only 286, or less than 2 per cent of the total population, are Germans of foreign birth. However, this is not a reliable index to the number and the percentage of German-speaking people in the county, for many of the descendants of the foreign-born Germans still speak the mother tongue.

There is a very considerable number of German communities in the county. The Metz, Lenz, Brieges, New Bremen, and Live Oak school districts have few other than German residents. In these districts we find German customs and the German language almost as strongly entrenched as the Polish customs are in the Polish section of the county. In the German homes the mother tongue is spoken almost entirely. English is spoken at school. Most of the German parents desire that their children learn to speak English and that they use nothing but English at school. For this they are to be commended.

5. *The Mexican People.* By far the greatest school problem in Karnes County is the education of the Mexican child. The total foreign-born population in Karnes County is 82.9 per cent Mexican. Out of a total scholastic population of 3299, 1497, or 45.4 per cent, are Mexican children. The Mexicans number approximately 6,700 out of a total population in the county of 14,942.

As a rule the Mexican people are very poor and very ignorant. Their standards of living are generally low. The worst of the tumble-down shacks in the towns and in the country are occupied by them. Many of them have very few clothes and very little in the way of household furniture. Often the entire household equipment for a family of five or six could be hauled in a wheelbarrow. They constitute the lowest stratum of society in south-west Texas. Their social and economic status is further complicated by the fact that they speak a foreign language. The language is a modified form of Spanish. Only a small per cent of them know enough English to make themselves understood about the most elemental things. They can scarcely purchase their supplies at the grocery store except from a person who



speaks the form of Spanish they know. Most of the Mexicans are engaged in agricultural labor and are either farm tenants or hired farm hands.

In general, the Mexican parents do not send their children to school. Out of a total of 1497 Mexican children on the scholastic census rolls for 1921-22 only 460 are enrolled in the public schools. This, in the judgment of the writer, is due to five causes: (1) ignorance, (2) poverty, (3) shiftlessness, (4) parental indifference, (5) weakness of the compulsory school attendance laws.

The ignorance of the lower class of the Mexican People is pitiful and appalling. For instance, the scholastic census for the school year 1922-23 was taken while this survey was being made. Census enumerators reported many cases where Mexican parents did not know the birthdays of their children. Most of them could tell the year in which each child was born, but they had no record of the month or the day. Some of them were very suspicious and it was with difficulty that the enumerators obtained the names of their children. For example, one Mexican mother protested emphatically, "Me gota no children! Me gota no childrer!" But before the enumerator left her premises he found five frightened ragamuffins of her own flesh and blood that to all appearances were within the limits of the free school age.

Many of the poorer classes live in a state of most abject squalor. Their home conditions are almost indescribable. The children live in filth and rags. It is for this reason, no doubt, that many of them are not sent to school.

A very large per cent of the rural Mexican population is shiftless. They hoe cotton during the spring months, pick cotton during the fall months, and clear land and cut wood in the winter. This results in much moving about from community to community and from county to county. A transient Mexican family, relying upon the seasonal work of the cotton crops and such farm jobs as wood chopping and the clearing of land, may sojourn for a few weeks at a time in several school districts during a single school year. This

naturally interferes with school attendance of those who enroll in school. The children of many of these families never enter school at all as the figures quoted above indicate clearly.

Some of the Mexican parents have thought nothing about the education of their children. They are thoroughly indifferent. But it would be grossly unfair to say that this is universally true of even the poorest class of the Mexican people. There are some very poor Mexican parents who understand the meaning of the public school, feel the need of education, and make reasonable efforts to keep their children in school.

In practice, the compulsory school attendance law can not be successfully enforced among the Mexican people of south-west Texas. Nor is it to the discredit of the school officials that it is not enforced. There are two fundamental weaknesses in the compulsory school attendance law that prevent its application to most of the rural Mexican population in south-west Texas: (1) The law is operative only two and one-half miles from the schoolhouse. In some of the sparsely settled counties of south-west Texas the distances from schoolhouse to schoolhouse are so great that more than fifty per cent of the area is geographically exempt from the operation of the compulsory school attendance law. In Karnes County with 692 square miles of area the 42 schoolhouses in the independent and the common school districts are so distributed over the county that approximately 20 per cent of the county's area is exempt from the operation of the compulsory school attendance laws. (2) Non-compliance with the compulsory school attendance law is punishable by a money fine assessed against the offending parents or guardians. A very large per cent of the Mexican people are so very poor that they have neither money nor other property that might be levied against. They are farm tenants and hired farm laborers looking to their landlords and employers for food and clothing till the crops are harvested in the fall or till the wages are paid at the end of the week or the end of the month. Then when the day of

settlement comes the Mexican may owe the landlord or the employer more than the landlord or the employer owes him. The economic status of the average rural-dwelling Mexican is such as to render the present compulsory school attendance law inoperative.

## CHAPTER II

### COMMUNITY RELATIONSHIPS

1. *Recreation in the Country.* A questionnaire on community relationships was sent to all school principals. Twenty-nine principals answered the question (see appendix, page 59) calling for the social centers in their communities. The question explained that it was desired to know the usual place or places where the people of each community had the opportunity of meeting and seeing each other. The answers were as follows: schoolhouse, 13; postoffice, village store, blacksmith shop, etc., 9; church, 4; dance hall, 3; visiting in homes, 3; no place at all, 3; dances and play parties at homes, 2; on streets at town, 2; at the dipping vat, 1.

A great many of the rural people go to town for their amusements and social contacts. The following are typical of the reasons given for their going to town: "Because they like car riding and town attractions"; "The entertainment they desire is lacking here"; "There is no other place to go"; "Nothing doing out here"; "No picture shows in the country."

The following are some of the reasons given why a majority of the people in some communities do not go to town for their recreation: "The people are engaged in farm labor and have no time to spare"; "Town is too far away"; "Have no way to go"; "The people have many foreign customs and ideals, and prefer staying at home and mixing among themselves."

As a rule, from ten to twenty-five per cent of the students above fifteen years of age desired to leave the country and go to town to live. Some of the causes given for the desire to go to town were: "Better social and professional opportunities"; "Tired of farm life and long for the pleasures of the city"; "Do not like farming"; "Had rather be bookkeepers, druggists, etc., than farmers"; "Gay life and less work in the city."

In twenty-two schools the principals ascertained, or approximated, the percentage of their older students who desired to remain in the country and on the farm to live. Eight districts reported 100 per cent; four, 95 per cent; four, 90 per cent; four 75 per cent; one, 50 per cent; one, 33 per cent. Six of the eight schools that reported that 100 per cent of their pupils desired to remain in the country to live gave the following reasons: "Foreign community and prefers farm life"; "Most of the pupils are Germans"; "German people"; "Like farm life"; "A Polish community"; "Essentials of life, though poor, seem to be sufficient"; "Mexicans without high ambitions."

The striking thing about these facts and figures is that the communities most influenced by foreign traditions are the communities whose people are most willing to remain in the country to live. Whether this static, passive contentment results in the greatest good to those concerned is a question for the trained sociologist to answer. The facts lead to the conclusion that the nervous, high-strung American farmer commonly met with can not be contented and happy with the modest home and the bare necessities of life that usually satisfy his agricultural competitor of foreign birth.

In one American community where it was estimated that 90 per cent of the pupils desired to remain in the country to live the reason given was, "Because the parents own their homes and are satisfied." In another American community 95 per cent of the pupils desired to remain in the country because "they like farm life." In this last-mentioned community, it is interesting to note, is located the only agricultural high school in Karnes County. There is abundant reason to believe that with more home-owning farmers, more agricultural high schools and more organized recreational facilities both the American-born and the foreign-born farmers would become better citizens, and would be more contented to remain in the country to live.

2. *Organized Cultural and Recreational Activities.*  
Other than the play activities at school and the athletic and

literary activities of the Interscholastic League there was very little reported in the way of organized effort for social and cultural improvement. Six schools reported that they had regularly organized literary societies; two had string bands; one had a male quartette; one had a reading circle; and one had Friday night victrola concerts and community singings. It is just such activities as these that teachers in the rural districts should know better how to lead and direct. Country communities appreciate capable, tactful leadership, and respond to capable, sympathetic direction. It will be a happy day for rural Texas when attractive courses in Rural Leadership and Community Management are offered by all of our normal schools and when teachers will be sought after as much because of personality and the ability to lead people and deal with community problems as because of their abilities to pass the academic requirements for certification.

3. *The Churches.* In 29 of the school communities where this investigation was conducted there were 25 organized churches and 15 Sunday schools. The distribution of rural churches throughout the county was as follows: twelve of the school communities had no organized churches; ten had one church each; six had two churches each; and one had three churches. Two of the communities with no organized churches reported that most of the people went to the nearby towns for church. In several communities the church services and the Sunday schools were conducted in the school buildings. Church attendance was reported as being better in the Catholic communities than in the Protestant communities.

4. *Organized Play at School.* Twenty-seven of the 39 schools in the county made reports on their athletic activities. Twenty of these schools reported one or more forms of organized athletics. Fourteen schools had organized volleyball; twelve, organized basketball; three, track work and vaulting; and two, tennis.

5. *The Interscholastic League.* Sixteen of the thirty-nine schools sent contestants to the County Interscholastic

Meet. Because of timidity the children from the communities where foreign customs and foreign languages were most prevalent did not enter the interscholastic contests as readily and as enthusiastically as the children from the American communities. Timidity and lack of initiative were especially noticeable among the children of some of the Polish and German communities. Some of the children who prepared for the contests in spelling, declamation, and athletics would not enter the county meet because of timidity and self-consciousness. So far as the author's information goes, none of the Mexican children participated in the contests of the county meet.

In spite of this fact, the County Interscholastic Meet in Karnes County has grown from a few hundred in attendance to an attendance of three or four thousand during the past six years. It is the biggest annual event in the County. In addition to the intellectual, field, and track events, there are exhibits of poultry, sewing, cooking, preserving, canning of fresh vegetables, etc., from the Women's Department. This year some of the schools brought exhibits of school work. The exhibits of maps, notebooks, drawings, clay models and manual training from the four-teacher school at Gillett are worthy of special mention.

6. *Boys' and Girls' Industrial Clubs.* Under the direction of Mr. G. M. Jones, County Farm Demonstration Agent, and Miss Agnes D. Yeamans, County Home Demonstration Agent, much valuable service is being rendered for home, community, and industrial betterment in Karnes County. The principals of 60 per cent of the rural schools reported that they are actively coöperating with Mr. Jones and Miss Yeamans in their work.

Mr. Jones writes: "During the past three years I have listed in club work more than 500 boys and girls between the ages of 10 and 18 years. In 1920 I had 50 boys to buy registered pigs. The banks of the county loaned the boys the money with which to buy these pigs. Each boy was required to give the bank his personal note without the signature of his father. These notes have all been paid. As



a result there are many good hogs in the county at this time. The boys' parents have become interested in good hogs. By borrowing the money from the banks upon their own notes these boys have been taught self-reliance, honesty in dealing with their fellowmen, and how to do business in a business-like way. The boys have learned much about raising better live stock and better poultry. They have also learned better methods of seed selection and better methods of agriculture. The boys and girls of the county have always been encouraged in their club work by the business men and the bankers. They have encouraged the work by offering the boys and girls free trips to the Dallas Fair and to the Short Course at the A. & M. College, and by giving cash premiums at the County Fair.

"This year," Mr. Jones states, "I have 90 boys and one girl who are growing an acre of corn each. The seed for planting this corn was furnished free by the Chambers of Commerce at Karnes City and Kenedy and by myself. Each boy is required to keep a record of his work in a book furnished by the County Agent, to send a 10-ear exhibit to the Dallas State Fair, and to send a 10-ear exhibit to the Karnes County Fair this year. There are others who have pigs and brood sows for their projects this year. At the end of the year each club member is required to turn in to the County Agent a complete record of his project."

Miss Yeamans writes: "There are 13 Girls' and Boys' Home Demonstration Clubs in Karnes County with an enrollment of 130 members. These clubs consist of canning, poultry, and home-improvement clubs. Their purpose is to develop in rural girls a fundamental interest in the production and saving of food, in providing the right sort of social life, in developing leadership, in creating a desire for higher education, and in arousing an interest in better home making. The club girls have learned different ways of using vegetables, milk, eggs and other food products of the farm. They learn to sew, making sewing bags, cup towels, kitchen holders, underwear, aprons, dresses, etc."

In her report Miss Yeamans mentions several instances

of work done by individual club members. One girl planted a ten-cent package of tomato seed and from the crop produced sold \$15.50 worth of tomatoes, besides canning 80 quart jars and using 60 pounds at home. Another girl had made an attractive bedroom set by revarnishing an old bed, dresser, table and chairs. Others had made unbleached window curtains, bed spreads, table and dresser covers, etc., following the instructions and the designs laid out by the Home Demonstration Agent.

Through their efforts at club work several of the girls have been awarded free trips. During the fall of 1920 two girls won trips to the Girls' Educational Encampment which was held during the Fair on the Dallas Fair grounds. Two girls won trips to the Short Course held at the A. & M. College last summer, and four Karnes County girls will be accompanied by the County Home Demonstration Agent to the Dallas Encampment in the fall of 1922. These prize trips are both educational and pleasurable to the girls and stimulate a great interest in club work.

7. *Parent-Teacher Associations.* The object of the P. T. A. is to promote education, home and school coöperation, civic pride, community spirit and good citizenship. It was at the instance of the County Parent-Teacher Association that the Karnes County School Survey was made. The association bore all the expenses of the survey giving it the very heartiest coöperation and moral support in every way. The County P. T. A. was organized four years ago to promote the establishment of P. T. A.'s in rural communities. Now there are thirteen P. T. A.'s in the county.

Nine teachers gave reasons why their school districts had no Parent-Teacher organization. They are as follows: "People not in favor of it"; "People are of foreign birth. Cannot keep them interested"; "Parents can not speak English"; "Polish people object to taking the time"; "Indifference"; "Lack of coöperation"; "Not enough people to make it lively"; "People too badly scattered"; "People care nothing for such work."

These answers give additional light on Karnes County's

sociological complications resulting from her cosmopolitan population. This only serves to emphasize the importance of such socializing agencies as the P. T. A. In Karnes County, as in many other counties of Texas, the chief function of the public school and all its allied activities should be Americanization, developing good citizenship, and encouraging home making and community building. The live P. T. A. finds opportunities for much effective service in these lines.

### CHAPTER III

#### FINANCIAL STATUS OF THE RURAL SCHOOLS OF KARNES COUNTY

1. *The Wealth of the County.* The wealth of Karnes County as determined by the assessment rolls of the County Tax Assessor for the year 1921 was \$10,415,392. There are twenty-six common school districts and three independent school districts in the county. Using the County Tax Assessor's report as a basis of determination, the wealth of the three independent school districts amounts to approximately \$3,972,994, or \$1,817.41 per scholastic enumerated; and the wealth of the twenty-six common school districts amounts to approximately \$6,442,398, or \$1,952.83 per scholastic enumerated. There is an average of \$135.42 more of wealth per scholastic in the common school districts of the county than there is in the independent districts of Karnes City, Kenedy, and Runge.

The average wealth per scholastic in Karnes County is considerably below the average wealth per scholastic throughout the State. The average per scholastic wealth for Karnes County, including both the common and the independent school districts, is \$1,920.97 as compared with an average per scholastic wealth of \$2,663.63 for the entire State of Texas. The average amount of wealth per scholastic in the common school districts of Karnes County that are levying and collecting taxes for school purposes ranges from the minimum of \$1,539 in the Cadillac District, No. 31, to the maximum of \$3,925 in the Burnell District, No. 25.

2. *District School Taxes.* The district school tax rates run as follows: twelve districts have 50c on the \$100 of assessed valuation; two have 35c; four have 25c; one has 15c; three have 10c; one has 5c; and three have no local school tax at all. Thus it is evident that the tax payers of Karnes County are not investing very heavily in public education. In Van Zandt and Lubbock counties, there is not a

single common school district voting less than 50c for school purposes. Some districts in these two counties have school tax rates as high as 100c. In Karnes County the districts having no school taxes are composed almost entirely of foreigners.

It is very unfortunate that a large portion of the school taxes levied for the current school year in Karnes County have not been paid. On the 11th day of March, 1922, according to the books in the County Superintendent's office, only 58.5 per cent of the total amount of district school taxes levied in the county for the school year of 1921-22 had been collected, leaving 41.5 per cent of the total amount levied delinquent.

For the school year of 1921-22 the total amount of district school taxes levied in the common school districts of Karnes County amounted to \$20,002.08, or \$6.06 per child enumerated. Of that amount, only \$11,682.08, or \$3.54 per child enumerated, had been paid prior to March 11, 1922. A tax rate of 19.1c uniformly levied and assessed against the wealth of the common school districts of the county would have been sufficient to produce the \$11,682.08 actually paid in for the support of public education for the school year of 1921-22 at the date the survey was made. Of course much of the delinquent tax will be paid later, but this delay is a great hindrance to the schools, making it necessary for the trustees to close the schools, or forcing the teachers to discount their warrants. The tax rate is much less than the rate paid for the free schools in most of the counties in Texas. Yet, as is pointed out in another chapter of this bulletin, the staff of rural teachers in Karnes County is, in all probability, considerably above the average for the State. This naturally raises the question, Where do the funds come from for the support of Karnes County's public schools?

3. *Source of School Funds.* For causes over which the local school authorities have only partial control, many of the Mexican children are never enrolled in school. (The matter of school attendance is more fully discussed in Chapter VIII.) There were 1497 Mexican children of free-

school age enumerated in the common school districts for the school year of 1921-22, but up till March 11, 1922, only 460 had been enrolled in the schools and many of them attended very irregularly. There were 1037 Mexican children, or 31.4 per cent of the entire white scholastic population, not enrolled in school.

The school districts of Pannamaria, Cestahowa, Falls City, and Hobson are inhabited, for the most part, by Polish people. In these four districts there were approximately 350 Polish children of free-school age not enrolled in the public schools. They were presumably attending the parochial schools accessible to them.

Including all transfers there were 3299 scholastics in the common school districts for the year 1921-22. There were 1429 children, or 43.3 per cent of the entire white scholastic population, that had not entered school when this survey was made in March, 1922. The State apportioned \$13 each, or a total of \$18,577.00 for the education of these 1429 children not in school. This amount constitutes approximately 30 per cent of the rural school budget for the county for the year. Consequently, there is not the need for the levying and collecting of local school taxes that there would be if all the children were in school. As it is, most of the Mexican children do not go to school at all, and a large portion of the Polish children attend the parochial schools.

According to Bulletin No. 126 of the State Department of Education, for the school year of 1920-21, there were 3191 white scholastics in the common schools of Karnes County to whom state school funds were apportioned at the rate of \$14.50 each. For the same year, there were 1628 white children actually enrolled in school in the common school districts. Thus, for the year 1920-21 the state apportionment of \$14.50 per scholastic *enumerated* becomes \$28.42 per scholastic actually *enrolled* in school. The number of pupils in average daily attendance was 1051.8. This runs the State apportionment up to \$43.99 per child in *average daily attendance*.

There can be little doubt that one great reason for the

low school tax rates in so many of the districts of Karnes County is the fact that, under existing conditions, such taxes are not necessary. For instance, the Polish district of Panamaria with 158 scholastics has a one-teacher public school with 33 pupils enrolled in it. Since most of the children of this district go to the parochial school or to no school, at all, the state apportionment of \$2,054 to the district, on the basis of \$13 per scholastic, is entirely adequate to take care of the one-teacher public school. It amounts to \$62.24 for each of the 33 scholastics enrolled.

In the districts with heavy Mexican populations a similar condition obtains. For instance, the Helena district has 253 scholastics enumerated for the present school year. Of this number 190 are Mexican children. Only 45 of these Mexican children were enrolled in school this year. There were 53 white children, other than Mexicans, enrolled. Of the 253 scholastics enumerated, a total of 98 actually entered school. On the basis of \$13 per capita \$3,289 were apportioned to the Helena district for the 253 scholastics enumerated in it. This amounted to \$33.46 for each of the children actually enrolled in school. With this large apportionment from the State a 15-cent school tax is sufficient to meet the needs of the district.



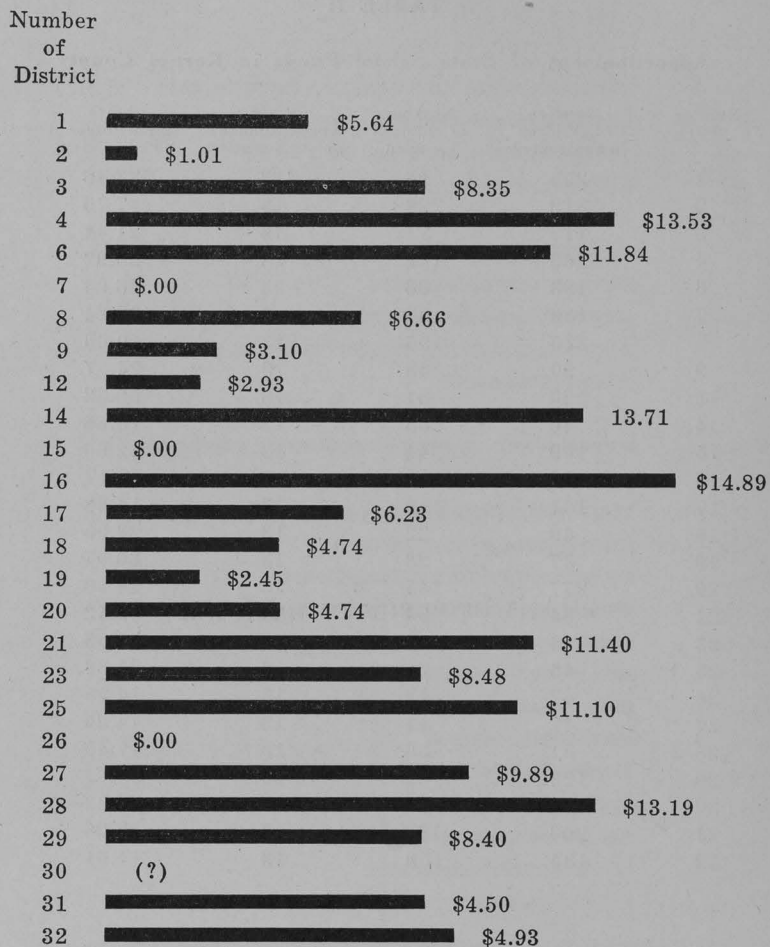
**TABLE I**  
**Financial Condition of the Rural Schools of Karnes County**

Number of district	Children enumerated	Children enrolled	Assessed value of wealth in district	Wealth per child enumerated	Wealth per child enrolled	District school tax rate	Amount of school taxes levied	Amount of school taxes collected
1	253	98	\$ 402,980	\$1,593	\$ 4,112	.15	\$ 604.47	\$ 522.95
2	312	228	556,760	1,784	2,442	.10	556.76	531.35
3	117	71	220,000	1,880	3,099	.50	1,100.00	593.35
4	232	112	428,980	1,849	3,830	.50	2,444.90	1,515.17
6	183	66	361,840	1,977	5,482	.25	904.60	781.98
7	158	33	350,000	2,215	10,067	---	---	---
8	285	---	738,530	2,591	---	.25	1,846.32	1,298.78
9	90	48	163,100	1,811	3,396	.35	570.85	148.88
12	120	31	209,890	1,749	6,771	.05	104.94	90.49
14	40	38	128,990	3,224	3,394	.50	644.95	520.90
15	109	41	115,000	1,055	2,805	---	---	---
16	95	35	217,530	2,365	6,216	.50	1,087.65	521.19
17	131	116	244,750	1,868	2,110	.50	1,223.75	722.88
18	49	22	97,700	1,994	4,441	.10	97.70	104.35
19	37	23	126,750	3,425	5,511	.50	633.75	56.33
20	277	---	324,120	1,170	---	.50	1,620.60	697.84
21	84	34	158,030	1,881	4,647	.25	395.07	387.59
23	53	17	150,920	2,847	8,887	.10	150.92	144.20
25	40	24	157,000	3,925	6,542	.50	785.00	266.50
26	47	42	95,000	2,021	2,264	---	---	---
27	47	41	94,080	2,002	2,294	.50	470.40	405.75
28	51	38	164,540	3,226	4,330	.35	575.89	501.12
29	126	61	199,990	1,587	3,277	.25	499.97	512.70
30	32	24	112,000	3,500	4,667	.50	560.00	---
31	200	135	307,908	1,539	2,281	.50	1,539.54	607.99
32	134	150	316,010	2,358	2,106	.50	1,580.05	739.79
Total	3299	---	\$6,442,398	---	---	---	\$20,002.08	\$11,682.08

TABLE II

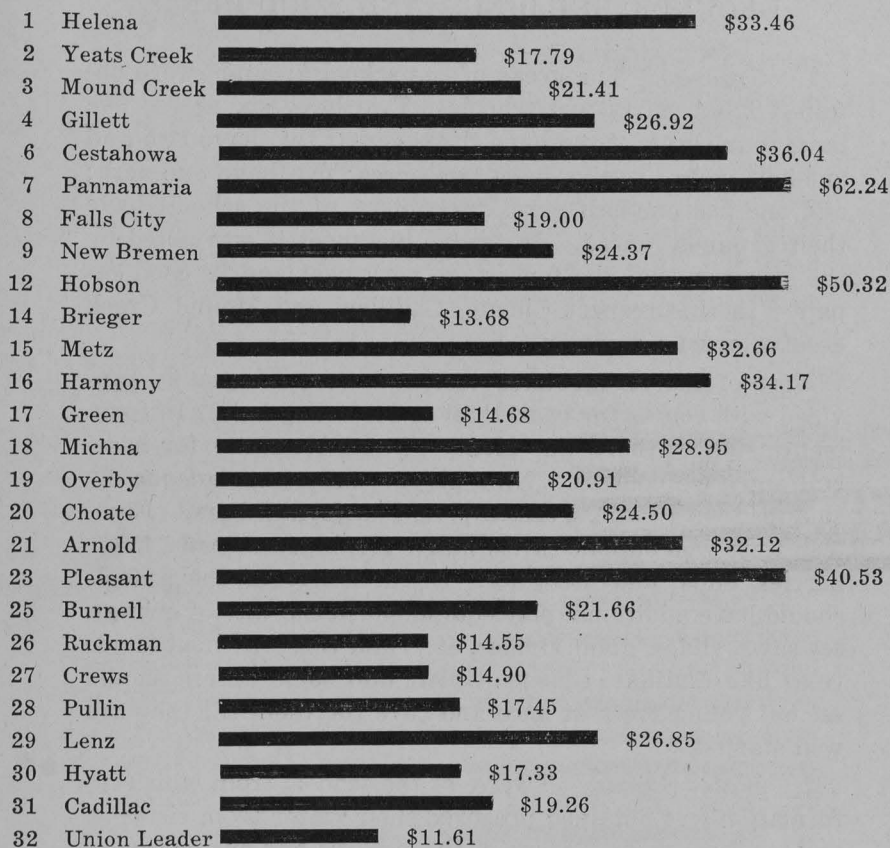
## Apportionment of State School Funds in Karnes County

Number of district	Number of children enumerated	Number of children enrolled	State apportionment on enumeration	State apportionment on enrollment
1	253	98	\$13	\$33.46
2	312	228	13	17.79
3	117	71	13	21.41
4	232	112	13	26.92
6	183	66	13	36.04
7	158	33	13	62.24
8	285	195	13	19.00
9	90	48	13	24.37
12	120	31	13	50.32
14	40	38	13	13.68
15	109	41	13	32.66
16	92	35	13	34.17
17	131	116	13	14.68
18	49	22	13	28.95
19	37	23	13	20.91
20	277	147	13	24.50
21	84	34	13	32.12
23	53	17	13	40.53
25	40	24	13	21.66
26	47	42	13	14.55
27	47	41	13	14.90
28	51	38	13	17.45
29	126	61	13	26.85
30	32	24	13	17.33
31	200	135	13	19.26
32	134	150	13	11.61



**DIAGRAM 1.** Amounts of School Taxes Collected Per Child Enrolled 1921-22.

Number  
of  
District



**DIAGRAM 2.** State Apportionment Per Child Actually Enrolled

## CHAPTER IV

### GROUND, BUILDINGS, AND EQUIPMENT

1. *Grounds.* The areas of the school grounds were obtained from thirty-two schools. Two have six acres; five have four acres; three have three acres; two have two and one-half acres; twelve have two acres; five have one acre; and one has one-half acre. Seventeen of the schools have their grounds fenced. In twelve instances it was noted by the observer that the fences are very neat and in good repair. In this respect Choate, Cadillac, and Mound Creek deserve special mention.

Most of the playgrounds observed were adequately provided with courts for basketball or for volley ball. In fourteen instances there was plenty of suitable space for baseball and race courses. Nine playgrounds were adequately equipped with swings, seesaws, and horizontal bars. Eighteen were well supplied with native shade trees; oaks, hackberries, elms, and mesquite. About thirty of the schools should have additional play equipment in the way of swings, see-saws, slides, giant strides, etc.; and those without shade trees like Cadillac, Choate, Gillett and some others should set out young trees at once and care for them till they are well started.

2. *Water Supply.* Twelve of the schools from which information was obtained procured their water from cisterns, and ten from wells. Some of the cisterns and one or two of the open wells without pumps appeared not in the best of sanitary conditions. The school trustees should see to it that these matters are remedied at once. Every school well should have a pump in it and should have a top constructed in such a way that water cannot run back into the well. Drainage around the well is of fundamental importance.

In nineteen instances it was observed that the drinking water was distributed by means of approved bubblers or by hydrants and individual cups. At a number of other places

buckets, dippers, and cups were in use. This is not in accordance with the best practices of school sanitation. All common water buckets and common dippers and drinking cups should be discarded.

3. *Heating and Ventilation.* Karnes County is so far south that the school room doors and windows stand open and fire is not necessary on most of the winter days. This very materially reduces the problems of schoolroom ventilation. However, the cold and the rain sometimes come. When they do, the best of heating and ventilating systems should be had. For that reason all of the old-fashioned box stoves now in use should be discarded and replaced by self-ventilating jacketed stoves with outside air intakes. Twenty-two of the thirty-nine rural schools in Karnes County are equipped with modern jacketed stoves and seventeen still have unjacketed stoves. The jacketed stove gives a uniform temperature throughout the school room and keeps it thoroughly supplied with fresh warm air taken in through the ventilator. Fresh, pure air is conducive to straight thinking and healthful mental activity. The old-fashioned heating stove has no place in a modern school room.

4. *Lighting.* In twenty-three of the thirty-nine schools the windows were properly grouped and the light came from one direction only. In sixteen of the schools the windows were not properly grouped or scientifically placed. Most of the school buildings with windows placed in a miscellaneous fashion are old buildings that have been in use for many years. Most of the windows in both the old and the new buildings were equipped with adjustable shades, but unfortunately in many instances, the teachers were failing to see to it that the shades were kept in proper adjustment. Cloudy days require more light than clear days. A group of windows on the east side of a building will receive more light in the forenoon than in the afternoon, and a group on the west side will receive more light in the afternoon than in the forenoon. These variations in the amount of light from day to day and from forenoon to afternoon should be regulated by windowshades. That is what win-

dowshades are for. They should be regulated every day and sometimes two or three times during the day. Many of the teachers are failing at this point.

5. *Seating.* A great many old-fashioned double desks were found in use in the Karnes County rural schools. The double desk has long since been condemned by the best school authorities. The single desk has taken its place. The single desk is preferable for both pupils and teacher.

It reduces the problems of schoolroom discipline and renders effective study and seat work possible. Most schoolrooms with modern equipment have installed single desks with all the desks in each row of the same size, and the sizes of the desks adapted to the sizes of the pupils in the room.

In quite a number of schools the character of work done could be greatly improved if the pupils were more comfortably seated. The following statistics show improper seating of pupils: Brady Hill had 15 who were not properly seated; Mays Crossing, 10; Helena, 4; Lenz, 20; Arnold, 6; Metz, 30; Union Leader, 7; Falls City, 12; Choate, 30; Ruckman, 9; Overby, 15; Gillett, 10; Mound Creek, 20; Pleasant, Brieger and Michna are almost entirely equipped with double desks. All of the pupils in these schools were, therefore, not properly seated for accomplishing satisfactory work.

6. *Maps, Charts, and Blackboards.* The schools at Brady Hill and Ruckman did not have sufficient blackboard space. A few of the schools, like the one at Helena, have blackboards that are in very poor condition. These matters should be called to the attention of the schoolboards and corrected before the opening of the next school term.

7. *Libraries.* The principals of the schools reported the number of library books as follows: Live Oak, 250; Eckhardt, 150; Miller League, 50; Helena, 100; Lenz, 40; Brieger, 65; Cadillac, 175; Union Leader, 35; Falls City, 98; Burnell, 100; Choate, 200; Crews, 62; Pleasant, 16; Overby, 100; Pullin, 45; Green, 200; Gillett, 100; Mound Creek, 140; Pannamaria, 50; Harmony, 142.



Nineteen schools did not report on their libraries. Most of those not reporting have no libraries. Unfortunately, many of the books owned by the schools that do have libraries are not very well adapted to the needs of the elementary rural schools of Karnes County. Most of the pupils in attendance are below the sixth grade. What such pupils most need in their school libraries is an abundance of simple story material. Especially is this true in those communities where there are so many country pupils who have great difficulty in learning to read and speak English because their parents do not speak English at home.

8. *Laboratories.* So far as was ascertained through the channels of this survey, Choate, Helena, Harmony, and Mound Creek were the only schools possessing any laboratory apparatus. The Choate school has \$150 worth of agricultural apparatus and Harmony, Mound Creek, and Helena have about \$75.00 worth of physiology and physical geography apparatus.

## CHAPTER V

### THE RURAL SCHOOL TEACHERS OF KARNES COUNTY

Karnes County has 39 rural free schools employing 58 teachers. Forty-five of the teachers who filled out and returned the questionnaires used in the school survey are women and thirteen are men. Sixty-four per cent of the women teachers were born and reared in the country, 27 per cent in villages, and 9 per cent in towns and cities. Seventy-seven per cent of the men teachers were born and reared in the country and 23 per cent in villages. The rural schools of Karnes County are not being taught by the newly-graduated town and city high-school girls so often given unfavorable mention in pedagogical literature because of their immaturity and unfamiliarity with country ways and the rural point of view.

*Age and Teaching Experience.* The median age for the men teachers was 32 years. For the women teachers it was 23 years. The median teaching experience for the men teachers was 8 years. For the women teachers it was 4 years. The men in the service are nine years older than the women in the service and have taught twice as long as the women. This is a much better showing than was found in Wichita County where a rural school survey was recently made. In Wichita County the median teaching experience for the men was 6  $\frac{3}{4}$  years and for the women 1.9 years.

The increased range of teaching experience in Karnes County is attributed to two things: (1) Co-operation between the County Superintendent and the boards of school trustees from year to year in employing capable new teachers, and in retaining the old ones who have given satisfactory service; (2) The fact that the County Superintendent has been in office for six years diligently working to build up a capable corps of teachers for the rural schools of the county. After having observed the character of instruction

in almost every schoolroom of the county the witer is of the opinion that Karnes County has one of the most capable body of country school teachers he has ever seen in action. So much to the credit of the County Superintendent and the boards of school trustees.

Though a median teaching experience of 8 years for the men and 4 years for the women is, in all probability, considerably above the median teaching experience for the rural teachers of Texas, it is by no means as high as it should be. What would be the status of the professions of law and medicine today, if our lawyers and doctors had such limited backgrounds of experience? Before teaching can become a real profession, it must become the life work of those engaged in it. School patrons and school trustees can do much to hasten the coming of that day by the lengthening of school terms, the improvement of school equipment, the paying of adequate salaries, and the providing of comfortable living conditions in the way of teachers' homes, thus inducing a greater number of able men and women to enter the work of teaching and to remain permanently in it.

*Certification.* In the white public schools of Texas 19.6 per cent of the men teachers and 31.8 per cent of the women teachers are holders of second grade certificates. In the white rural schools of Karnes County 23 per cent of the men teachers and 48.8 per cent of the women teachers hold second grade certificates. The percentage of second grade certificates held by the white teachers of the rural schools of Karnes County is somewhat above the percentage of second grade certificates held by all of the white teachers of Texas.

Thirty-eight per cent of the men teachers in the rural schools of Karnes County hold first grade certificates as compared with 47 per cent for the white men teachers of Texas. Forty per cent of the women teachers of Karnes County hold first grade certificates as compared with 39.2 per cent for Texas. The number of men teachers holding first grade certificates is thus considerably below the av-

verage for the State, while the number of women holding first grade certificates is slightly above the average.

Thirty-eight per cent of the men teachers of the county are holders of permanent certificates as compared with 33.6 per cent for the white men teachers of the State. Eleven per cent of the women teachers are holders of permanent and permanent primary certificates as compared with 29.1 per cent for the State. The percentage of permanent and permanent primary certificates for the women teachers of Karnes County is very low.

To bring the certification of the rural teachers of Karnes County up to the average for the teachers of all the free elementary and secondary schools of Texas, there would have to be more with permanent certificates, and fewer men and women with second grade certificates. Some of the best teaching observed in Karnes County was done by mature and experienced teachers of good personalities who were the holders of second grade certificates, but the teachers holding the higher grades of certificates showed a higher average of good teaching.

*High School, College, and Normal School Attendance.* Sixty-nine per cent of the men teachers and 68.2 per cent of the women teachers had graduated from high school. To say that all of those who did not graduate from high school have less than high-school education would be both untrue and unfair. Several of the teachers who did not graduate from high school later attended normal schools. Two graduated from normal schools without previously graduating from standard high schools.

Twenty-three per cent of the men teachers and 4.4 per cent of the women teachers were graduates of colleges or normal schools. The attendance upon colleges and normal schools was considerably better for the men teachers than for the women teachers. The 13 men teachers showed a total college and normal school attendance of 26½ years, or an average of two years each. The 45 women teachers showed a total college and normal school attendance of 31½ years, or an average of .7 year each.

Forty-seven per cent of the women teachers and 31 per cent of the men teachers spent the previous summer vacation in further professional preparation at universities and normal schools. Here, again, some of the members of school boards are to be commended, inasmuch as some of the raises of salaries for the present year were made contingent upon normal school attendance during the last summer vacation. In this way some teachers have been encouraged to raise the grades of their certificates and others have taken special courses, thereby better fitting themselves for specialized lines of school work. This practice on the part of school boards should be encouraged and continued. It is one of the best means for raising the professional standards of the teachers they employ.



*Salaries and Annual Savings.* Salaries for the men teachers ranged from \$100 per month to \$166.66 per month, the median being \$125. For the women teachers the range was from \$75 to \$150 per month, the median being \$100. The median length of school term for the county was eight months, thus producing an annual median salary of \$1,000 for the men teachers and \$800 for the women teachers.

Fifty-five per cent of the men reported having made amounts ranging from \$200 to \$1,200 last year from sources other than teaching. Forty-five per cent of the men reported that they had no other incomes than their salaries as teachers last year. Four of the 45 women teachers earned amounts ranging from \$20 to \$150 outside of their regular teaching salaries last year. The average amount earned from sources other than teaching last year was \$238 for the men and \$5.33 for the women.

The monthly living expenses for the men and their dependents, including board, clothing, and transportation, ranged from \$20 to \$100 per month, the median being \$30. For the women it ranged from \$15 to \$100 per month, the median being \$30. The average amounts saved and invested last year were \$342.30 for the men and \$207.11 for the women.

*Living Conditions.* Sixty-nine per cent of the men were



## SEX

Men:  22.4%  
 Women:  77.6%



## MEDIAN AGES

Men:  32 Years  
 Women:  23 Years



## MEDIAN AGES WHEN THEY BEGAN TEACHING

Men:  20 Years  
 Women:  18 Years

## MEDIAN TEACHING EXPERIENCE



Men:  8 Years  
 Women:  4 Years

## MEDIAN SALARIES



Men:  \$1,000 per year  
 Women:  \$800 per year

**DIAGRAM 3.** Median Ages, Ages When They Began Teaching, Teaching Experience, and Salaries of the Rural Teachers of Karnes County.



## SECOND GRADE CERTIFICATES

Men:  23%  
 Women:  48.8%



## FIRST GRADE CERTIFICATES

Men:  38.4%  
 Women:  40%



## PERMANENT CERTIFICATES

Men:  38.4%  
 Women:  11.1%

## HIGH-SCHOOL GRADUATES

Men:  69.2%  
 Women:  68.8%

## AVERAGE ATTENDANCE UPON COLLEGES OR NORMAL SCHOOLS

Men:  2 Years  
 Women:  .7 Year

**Diagram 4.** Professional Qualifications of the Men and Women Teaching in the Rural Schools of Karnes County.

married and maintaining independent households. The remaining men teachers were single and boarding. Twenty-seven per cent of the women teachers were married; 13 per cent were doing light housekeeping; 58 per cent were boarding; and 22 per cent were living with their parents. Thirty-eight per cent of the men teachers and 13 per cent of the women teachers lived in teacherages.

Forty-two per cent of the women teachers and 54 per cent of the men teachers lived less than one-fourth mile from the schoolhouse; 14 per cent of the women lived from one-fourth to one mile from the schoolhouse; and 44 per cent of the men and 46 per cent of the women lived more than one mile away. In some instances, women teachers living more than one mile from the schoolhouse experienced great difficulty in reaching school when the roads were muddy. A few of the teachers owning automobiles lived from three to eight miles from the schools they taught.

For many of the women teachers the facilities for getting to town to shop were very poor. Forty-seven per cent of them reported that they had no way of getting to town. The 53 per cent reporting practical means for getting to town relied, for the most part, upon train service, service cars, their parents' cars, and the charity of neighbors.

That the extreme isolation caused discontentment and unhappiness on the part of some of the young women teachers there can be no doubt. With the men teachers the case was quite different. Each of the men teachers, with one exception, owned a Ford car and was free to make trips to town and to other places whenever he chose to do so.

## CHAPTER VI

### THE PUPILS

1. *The Ages of the Pupils and the Grades in Which They Are Classified.* In Texas the fiscal school year begins on the first day of September. All children who have passed their seventh birthday before the first day of September are entitled to free school tuition during the ensuing school year. Though the customary age for entering school is the age of seven, before the end of the school year many of the children will have become eight years old. For that reason the normal age for the first grade pupils towards the end of the school year will be seven and eight years; for the second grade pupils eight and nine; for the third grade pupils nine and ten years, etc.

Table No. 3 shows the ages and the grades of 1,406 pupils enrolled in 32 rural schools at the time this investigation was made in March, 1922. None of the purely Mexican schools was included in this table. It is most probable that the age-grade distribution of pupils shown in this table is typical for the country children of white parentage in a great many of the counties of south-west Texas. In this table the pupils of normal age for the grades in which they are classified are included between the zigzag lines running from the upper left-hand corner to the lower right-hand corner of the page. The "over-age" pupils, or those behind the grades you would expect to find them in, appear to the left of the zigzag lines, and the "under-age" pupils, or those ahead of the grades you would expect to find them in, appear to the right of the zigzag lines.

An examination of Table No. 3 shows that in the first grade there are 5 boys five years old, and 17 boys and 15 girls six years old, constituting the "under-age" pupils for the first grade; 60 boys and 50 girls seven years old and 47 boys and 37 girls eight years, constituting the pupils of normal age for the first grade; and a total of 143 boys and girls



ranging from nine to fourteen years of age, constituting the "over-age" pupils of the first grade. In like manner the number of "under-age," "over-age," and "normal-age" pupils may be ascertained for each of the grades appearing in this table. Of the 1,406 pupils appearing in this table 9.1 per cent are "under-age"; 52.7 per cent are of "normal-age"; and 38.2 per cent are "over-age."

The ages of the pupils are graphically shown in Diagram 5. This diagram shows that the heaviest school attendance of the children of the schools of Karnes County (not including the purely Mexican schools) is during the period from 8 to 11 years of age. By the time the age of 15 is reached, all but 4.1 per cent of the pupils have dropped out of school.

2. *Causes of "Over-Age" Pupils.* (a) Of the 1,406 pupils accounted for in Table No. 3, 104 of the girls and 100 of the boys entered school for the first time this year. Of this group of 204 children entering school for the first time this year, five were 5 years old; thirty-eight, 6 years old; seventy-four, 7 years old; fifty-five, 8 years old; thirty, 9 years old; one, 10 years old; and one, 11 years old. Forty-three per cent of these 204 children were over seven years old when they entered school, their median age being 7.8 years. One of the causes for so many over-age pupils in the country schools of Karnes County is that many of the children are "over-age" when they start to school.

(b) Another cause for the "over-age" group of pupils in Karnes County is irregular school attendance. That is fully discussed in Chapter VIII of this bulletin.

(c) Table No. 3 shows that 27.3 per cent of the pupils are enrolled in the first grade. (This does not include any of the purely Mexican schools.) In some instances where the schools are over-crowded the first grade is not being taught as well as it should be. For that reason some pupils remain in the first grade for two or more years. They get behind in the first grade and remain behind as long as they stay in school.

(d) Some of the schools accounted for in Table No. 3

had a few Mexican children enrolled in them. Of the 1,406 pupils included in this table 146 are Mexicans. As Table No. 4 shows, most of the Mexican children are "over-age." This, in part, accounts for the "over-age" pupils in the Non-Mexican and mixed schools from which age-grade data were compiled.

3. *The Mexican Pupils.* There are six Mexican country schools in Karnes County. Age-grade classification sheets were obtained from five of them. Of the 189 pupils enrolled in these five schools, 151 were in the first grade; 26, in the second grade; 8, in the third grade; and 4, in the fourth grade. An examination of Table No. 4 shows that out of the 151 pupils in the first grade 111 are over-age, 2 are under-age, and 38 of the normal age for first grade pupils. The "over-age" Mexican pupils in the first grade run as follows: 18 are nine years old; 20 are ten years old; 14 are eleven years old; 26 are twelve years old; 13 are thirteen years old; 16 are fourteen years old; 3 are fifteen years old; and 1 is seventeen years old. Seventy-three per cent of the pupils in the five Mexican schools are "over-age."

There are very few schools in the county that do not have some Mexican children in attendance. It may be that the advancement of the Mexican children in the schools with the American children is somewhat better than it is in the schools that have none except Mexican children in attendance. However, the fact remains that practically all of the Mexican children are in the first and second grades. No separate age-grade data were obtained for the Mexican children in the schools of mixed Mexican and American attendance, but the County Superintendent estimated that there were not more than thirty Mexican pupils in all of the country schools of the county that were above second grade.

This is speaking for a rural Mexican scholastic population of 1,497 children, 460 of whom were enrolled in school.

4. *Separate Schools for the Mexican Children.* The more thoughtful representatives of the Mexican race are opposed to any general policy of separate schools for the Mexican children. The Mexicans are legally classed as

**TABLE NO.3**

**Age-Grade Classification of Pupils**

(This includes 1,406 pupils enrolled in 32 rural Schools none of which is a purely Mexican school. There are a few Mexican children enrolled in these schools, the total number in all the schools being 146.)

Grades	Sex	Age																			Totals
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 and over		
1	Boys		5	17	60	47	24	24	16	10	2	10								215	
	Girls			15	50	37	25	11	10	7	3	1								159	
2	Boys				9	23	26	21	9	6	5	3	1							103	
	Girls				15	38	13	5	5	4	4	2	1							87	
3	Boys				1	10	26	20	20	15	8	3								103	
	Girls					9	28	34	8	5	7	4	2							97	
4	Boys					1	5	14	23	22	13	9	3							90	
	Girls						10	15	22	15	9	7	4	1						83	
5	Boys							4	24	20	21	14	3							86	
	Girls							1	8	15	16	9	8	5	1	1				64	
6	Boys								1	6	13	15	9	19	3	2				68	
	Girls									4	14	14	8	4	4	2				50	
7	Boys										5	13	20	8	2					48	
	Girls											21	14	12	1	1				49	
8	Boys											2	9	10	5	5	1			32	
	Girls												4	12	7	8	4	1		36	
9	Boys											1	1	6	1	2	1			12	
	Girls											1	5	4	3	1				14	
10	Boys																	1		1	
	Girls													1	7	1				9	
11	Boys																				
	Girls																				
12	Boys																				
	Girls																				
Total -	Boys		5	17	70	81	81	84	98	91	80	78	50	11	9	2				758	
	Girls			15	65	84	77	73	64	61	68	53	45	24	14	4	1			648	
																					1406

white and many of those of the better classes are white both in body and in spirit and have come to Texas to live as permanent American citizens. They should be accorded full rights to the free school system.

In general, it should be stated that separate schools are preferable for both the Mexicans and the Americans. That is the case in most of the instances where separate schools

TABLE NO. 4

## Age-Grade Classification of Mexican Pupils

(This table includes 189 Mexican children taken from five rural schools with none but Mexican children enrolled in them.)

Grades	Sex	Age																			Totals
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 and over		
1	Boys Girls		1		11 4	11 12	14 4	14 6	8 6	12 14	9 4	12 4			3		1				93 58
2	Boys Girls						9 1		3	2	1 2	1 1	2 2		1						19 7
3	Boys Girls								2	2	2	2									8
4	Boys Girls									1			2		1						4
5	Boys Girls																				
6	Boys Girls																				
7	Boys Girls																				
8	Boys Girls																				
9	Boys Girls																				
10	Boys Girls																				
11	Boys Girls																				
12																					
Total -	Boys Girls		1		11 1	11 12	23 5	14 6	13 7	16 14	12 6	15 7	2 5		2 2						120 69

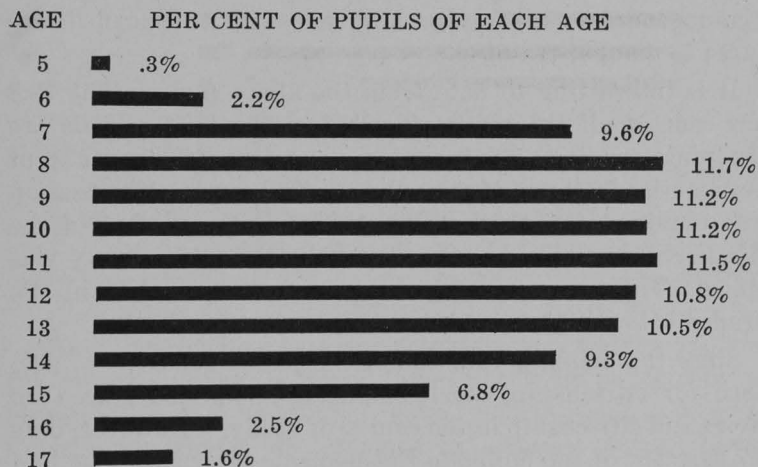
189

NOTE: The Mexican pupils of normal age for the grades in which they appear are included between the zigzag lines running from the upper left-hand corner to the lower right-hand corner of the page. Those to the right of the zigzag lines are "over-age" and those to the left are "under-age." The pupils enrolled in these five Mexican schools are 73 per cent "over-age," 1.1 per cent "under-age," and 25.9 per cent of normal age.

for the Mexicans have been established. The American children and the clean high-minded Mexican children do not like to go to school with the dirty "greaser" type of

Mexican child. It is not right that they should have to do so. The better thing is to put the "dirty" ones into separate schools till they learn how to "clean up" and become eligible to better society.

Again, wherever there are enough Mexican children to justify it, it is much better for them to be provided with separate schools or with special rooms and special classes till they have passed through the first and second grades of the elementary schools. By that time they will have gained a sufficient knowledge of school life and the English language to enable them to fit with better advantage into the classes with the American children. The Mexican child of the first or the second grade in a large class of American children, being taught in the English language that it does not understand, is almost hopelessly handicapped. It would fare much better in a special class or in a special school for Mexican children only.



**DIAGRAM 5.** The Ages of 1,406 Pupils Enrolled in Thirty-two Rural Schools of Karnes County.

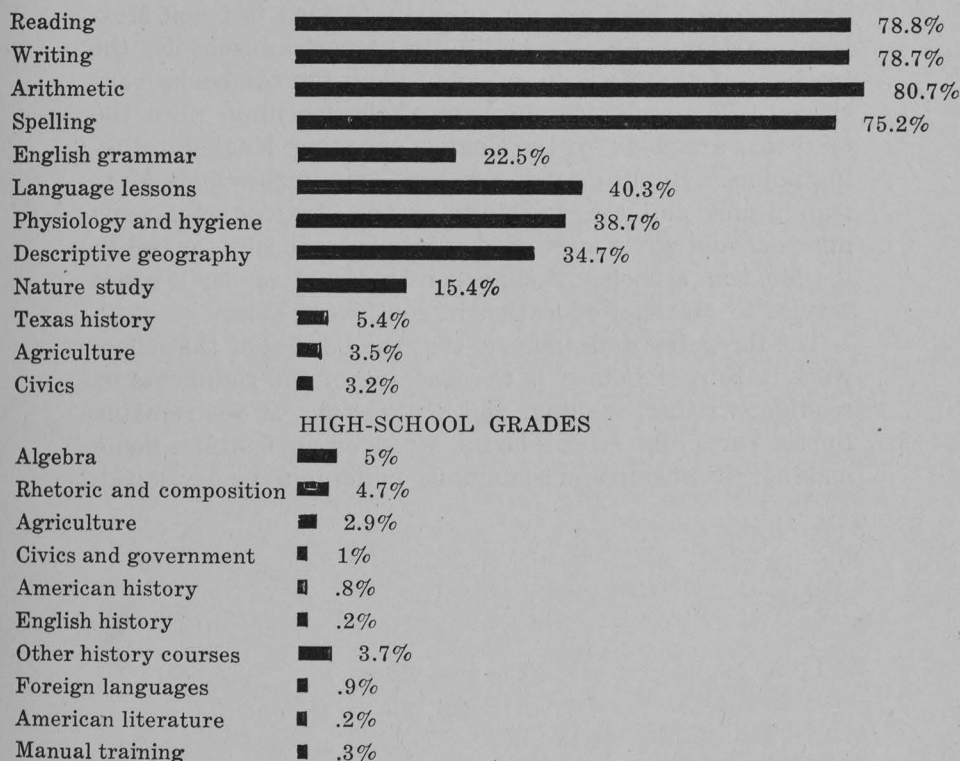
## CHAPTER VII

### COURSE OF STUDY

A conception of the course of study can best be had by naming the subjects taught and the number of pupils studying each subject. These data cover 34 schools with 1691 pupils enrolled. In the elementary grades there were 1333 pupils studying reading; 1322, writing; 1474, arithmetic; 1271, spelling; 381, English grammar; 681, oral and written English language lessons; 655, physiology and hygiene; 587, descriptive geography; 260, nature study; 158, drawing; 91, Texas History; 59, agriculture; 55, civics. In the high-school grades there were 86 studying algebra; 80, English composition and rhetoric; 50, agriculture; 28, plane geometry; 24, advanced physiology; 16, civics and government; 13, American history; 3, English history; 63, other history courses; 14, foreign languages; 4, American literature; 5, manual training.

It is interesting to note from the above figures that 78.8 per cent of all the pupils enrolled in these 34 schools are studying reading; 78.7 per cent writing; 80.7 per cent arithmetic; 75.2 per cent spelling. The grade classification was obtained for 1595 of the 1870 pupils enrolled in the rural schools of Karnes County at the time this survey was made. There were 93.6 per cent of this number in the grades below high school.

Since the primary function of the public school is to prepare for citizenship, much emphasis should be placed on civics and citizenship in the course of study. However, only 3.7 per cent of the pupils in the elementary grades, and 15.4 per cent of those in the high-school grades are studying civics as a school subject. Putting the same thing in other words, out of a total scholastic population of 3299 in the rural schools of Karnes County there are 71 pupils, or 2.1 per cent, reciting lessons in civics. Does this argue well for the future of democracy?



**DIAGRAM 6.** Per Cent of Pupils Studying Each Subject Taught in the Rural Schools of Karnes County for 1921-22. (Percentages are based on total school enrollment, including both elementary and high-school grades.)

The one big school task for the Mexican children and for the other children of non-English speaking parents is to learn the English language. Most of them realize the need for the knowledge of numbers in business transactions. This partly accounts for the very large percentage of the pupils enrolled in school studying reading, arithmetic, writing, and spelling.

The author of this survey knows very little about the psychology of the Mexican child. On the average, the teachers of the Mexican schools know just as little as this

author does. They are not specially trained to teach Mexican children. As is true in the American schools, the teachers of the Mexican schools follow the textbooks very closely. The textbooks do most of the teaching. But the textbooks are made for the English-speaking, English-thinking pupils. By all means, some one who understands Mexican people and the workings of the Mexican children's minds should write a set of elementary textbooks for use in the Mexican schools. Such a person would render a great service to Mexican education in southwest Texas.

The foregoing data indicate that the burden of the school work in Karnes County is the teaching of the rudiments of reading, writing, spelling, and arithmetic. It yet remains for the rural high school, laying stress on agriculture, home making, citizenship and community building to be developed.



## CHAPTER VIII

### SCHOOL ATTENDANCE

1. *Enrollment and Attendance.* The average length of school term in Karnes County for the school year 1920-21 was 150 days. There were 3333 pupils enumerated in the common-school districts. There were 1628, or 48.8 per cent, of these 3333 pupils enrolled in school that year. The total aggregate attendance of 148,129 days gives an average attendance of 987 pupils for each of the 150 days school was open. The 987 pupils in average daily attendance constituted 29.6 per cent of 3333 enumerated as of free school age. Putting it in other words, for each 29.6 pupils actually attending the free schools each day school was open last year, there were 70.4 pupils who either went to the parochial schools or stayed at home. A small percentage of the pupils who are out of school have completed their high school education.

Figures on school attendance for the school year 1921-22 could not be had at the time this school survey was conducted in March, 1922. But the school enrollment figures for 1921-22 are considerably better than for the previous year. Of the 3299 pupils enumerated 1870 had been enrolled in school when this survey was made. This year there were 56.7 per cent of the children of free-school age enrolled in school as compared with 48.8 per cent for last year.

The causes for the poor attendance upon the free schools in the rural districts of Karnes County may be summed up in two propositions: (1) There are four parochial schools in the county with approximately 400 children enrolled in them; (2) Very few of the Mexican children go to school.

2. *The Parochial Schools.* The parochial schools are under the auspices of the Catholic Church. As this survey was to include only the rural free schools of the County, no effort was made to examine the character and scope of the

work nor the regularity of school attendance in the parochial schools. However, it might be well to mention that the strength of the parochial schools is in the Polish communities and that many of the Polish children not enrolled in the free schools attend the parochial schools. Whether the use of the English language is rigidly and regularly required in the classrooms of these parochial schools, the author of this survey does not know. But on the playgrounds at the parochial schools, the author can say that the use of English is not being enforced as it is on the playgrounds of the free schools. From the predominance of the Polish language in the communities where the parochial schools are located, the indications are that English always has been badly understressed.

3. *The Mexicans.* As has already been pointed out, much of the poor school attendance in Karnes County is due to the large percentage of Mexican people. This year out of a Mexican scholastic population of 1497 there are only 460 Mexican children enrolled in the rural public schools of the county. The reasons why the Mexican parents do not send their children to school are fully discussed in the chapter on "The People of Karnes County," pages 7 to 12 of this bulletin.

## CHAPTER IX

### CONSOLIDATION AND TRANSPORTATION

1. *Consolidation.* In the rural districts of Karnes County there are 24 one-teacher schools, 9 two-teacher schools, 3 three-teacher schools, 2 four-teacher schools, and 1 five-teacher school. There are 14 of the 39 rural schools for white children in Karnes County that are classified as rural high schools. Indications were that the best rural high school work in the county was being done at Choate, Cadillac, Gillette, and Falls City. These are schools with from three to five teachers each. To do first class rural high school work there must be larger aggregations of pupils and teachers and more equipment than is commonly found in schools of one and two teachers.

As matters now stand, only a small per cent of the county children of Karnes County have practical access to high school privileges. High school advantages can never be had for all of the children except through better school organization. As the demand for high school advantages increases there will be corresponding readjustments in the school organizations from time to time. School district boundary lines will be changed, school buildings will be enlarged and the equipment increased, more teachers will be added, and high school opportunities afforded children throughout the county.

School consolidation will play an important role in the reorganization and the future development of the schools in many portions of Karnes County. Already considerable headway has been made in the county. There have been six consolidations effected during the last five years. So far as the author was able to learn, all of these consolidations have proven satisfactory and successful and have operated for the upbuilding of educational advantages where their influence has been felt.

2. *Transportation.* Transportation is the handmaid

and companion of consolidation. Good roads and automobile transportation are destined to work miracles in the future of rural education in Texas. They make it possible for children to go longer distances and reach larger schools with more teachers and better equipment than was possible for them under the conditions that existed a generation or two ago.

There are two school transportation conveyances now operating in Karnes County. In the Cadillac district there is an automobile truck that brings about 20 children to school and takes them home each day. The man who owns the truck is paid \$100 per month for this service to the community. So far as could be learned the pupils, teachers, and patrons of the community were highly pleased with this method of going to and coming from school. In the Union Leader district there is another motor conveyance operated in the same manner and producing similar results to the one in the Cadillac district.

There are a number of instances in the county where automobile transportation of school children at public expense could be put into operation to advantage. The five schools in the Falls City district could be brought together in this way. That would enable the district to equip and maintain an excellent rural high school operated with fewer teachers than the number now employed in the five schools of the district. When the San Antonio-Corpus Christi highway is finished, the children of the Burnell district could be transported to Green with advantage. By that means Green could put on five teachers instead of four and provide better school equipment for the enlarged new district than either district has under the present system. The New Bremen school could be transported to Karnes City to advantage to the children of the New Bremen district.

## PART II

### CHAPTER X

#### RESULTS FROM STANDARD TESTS

It is the purpose of this part of the survey to set forth the results obtained by giving two standard tests to the children of the county under consideration. The aim of this work is to determine the proficiency of these pupils in the subjects of the curriculum to which the lists pertain, and to determine to what extent such results are due to the conditions shown in Part I of the report. The tests under consideration are the Courtis Arithmetic Test Series B, and the Monroe Silent Reading Test, Form I. Both of these tests have been used extensively in all parts of the country so that only a brief description of them need be given. The Courtis Test has to do with the four fundamental processes in arithmetic and takes into consideration both the rate and accuracy at which the work is done. The Monroe Reading Test is concerned with silent reading ability and gives the child credit for both the rate at which he works and the ability which he exhibits in comprehension.

The reason for the selection of tests of these types is apparent. The fundamentals in arithmetic and silent reading are among the minimum essentials of a course of study for country schools. While it may be true that the schools in the country cannot give their pupils all the advantages which might be desired, yet if such schools are to do anything for their constituency, they should teach the four fundamental processes in arithmetic and they should see that the children develop the ability to read. That the rural communities of Karnes County have this point of view is shown by the fact that nearly all the pupils enrolled in the schools of the county study both reading and arithmetic.

Results are to be shown from nine schools. These schools were visited by the writer and County Superintendent

Lightsey during the week of April 21 to 28. The tests were all given in these schools by the writer. This plan made it necessary to give the tests on different days and at different hours of the day. It should also be mentioned that Mr. Lightsey had made considerable use of tests in the county so that the children had some practice in taking tests. This eliminated any element of "stage fright." In only a few cases did children fail to enter into the spirit of the tests, and so fail to do their best.

The results for the reading test are shown in Graphs I and II, and those for the arithmetic test are seen in Table V.

**TABLE V.****Results for the Curtis Standard Arithmetic Tests****Addition**

Grade .....	4	5	6	7
Standards in Rate.....	6	8	10	11
This County .....	6.4	7.2	8.1	9.2
Standards in Accuracy.....	64	70	73	75
This County .....	42.7	54	51.1	64.5

**Subtraction**

Grade .....	4	5	6	7
Standards in Rate.....	7	9	11	12
This County .....	6.6	7.8	8.3	9.8
Standards in Accuracy.....	80	83	85	86
This County .....	48.6	62.5	51.4	69.2

**Multiplication**

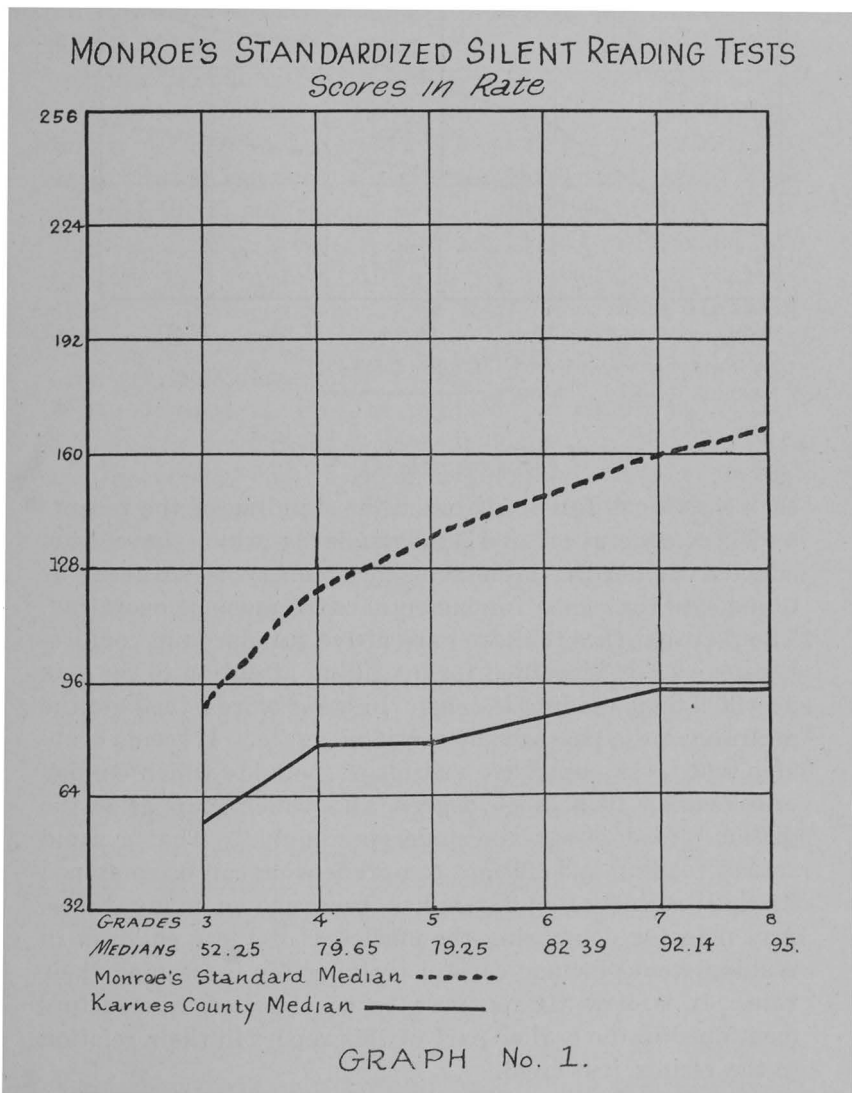
Grade .....	4	5	6	7
Standards in Rate.....	6	8	9	10
This County .....	5.4	6.4	7.5	9.6
Standards in Accuracy.....	67	75	78	80
This County .....	40.7	59.6	51.1	66.4

**Division**

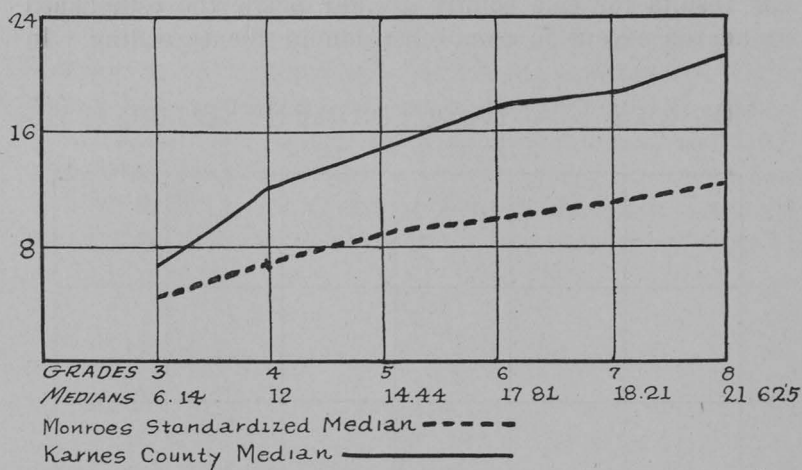
Grade .....	4	5	6	7
Standards in Rate.....	4	6	8	10
This County .....	3.9	4.7	5.3	7.8
Standards in Accuracy.....	57	77	87	90
This County .....	37.7	48.6	57.5	72.5

In each case, the standards which have been established by the authors of the tests are shown.

An examination of these Tables and Graphs shows that the results for this county are far below the established standards except in comprehension in silent reading. In



MONROE'S STANDARDIZED SILENT READING TESTS  
*Scores in Comprehension*



GRAPH No 2.

each case the difference between the standing of the records under consideration and the standards which have been adopted as norms throughout the country is so great as to indicate that some fundamental cause must be operating. The fact that these children are above standards in comprehension can be accounted for by calling attention to the rate at which their reading is done. In other words, they get the meaning of the passages by sacrificing rate. It seems probable that these pupils are victims of methods which employ oral reading in a large degree, and which emphasize the dictum, "read slowly and understandingly." That a rapid rate of reading and efficient comprehension can be combined in the reading of children has been shown many times. Any plan for developing the efficiency of these children in reading would include careful training for increasing their rate. It is now the purpose to consider certain factors mentioned in the earlier part of this report in their relation to the results just cited.



*Language.* Some of the results in Part I would seem to indicate that lack of familiarity with the English language might be a cause of the poor showing in the tests. This is not true, because only schools where English was thoroughly understood were visited. It should also be remembered that the knowledge of English would play only a small part in the arithmetic tests, since these tests consisted in performing fundamental operations.

*Length of School Term and Attendance.* The average length of the school term is 150 days. It is not known how much time is required to teach the elements of silent reading and the fundamentals of arithmetic to a group of average children. It seems, however, that if the teacher realized the importance of these types of work, and centered attention upon them and used fairly good methods of instruction, a period of instruction which covers 150 days of each year is sufficient for a mastery of these fundamentals in the curriculum. It is recognized that with a school term of only 150 days there is without doubt considerable loss in the proficiency of children during the vacation period. This factor does not enter into the situation at hand because these results were compiled during the month of April, so that the children had the advantage of seven months of training.

*Experience of the Teaching Force.* One factor which is usually thought of as entering into successful teaching is experience. In this county the average teaching experience among the men is eight years and among the women four years. It seems clear that these periods of service are of sufficient length to give practice in the use of any type of method or device which the teacher may have had in mind at the beginning of her professional career. This period of service also seems of sufficient length to allow for the modification of methods and for the acquiring of new ones. From these standpoints, it does not seem that the results of the tests are due to the lack of teaching experience.

*Certification and Training of Teachers.* Mr. Davis' results show that only a small part of the teachers of this

county have had any training beyond the high school and that a large per cent of them have only second grade certificates. The type of training which is most common is that received in high school. Such training gives a knowledge of subject matter but does not give any professional training.

It is probable that one of the greatest causes of the failure to teach the two subjects under consideration in an efficient manner is to be found in the absence of training in those methods and devices which pertain to the teaching of the common branches. In the absence of such training most teachers teach as they were taught. Under such conditions it is doubtful if any but a few of the most intelligent will develop methods of their own to meet the situations which confront them.

*Retardation.* The retardation shown in Table III (page 41) is probably due to a variety of causes. If intelligence tests had been given there is no doubt that it would have been found that a number of children had intelligence of such low degree as to prevent the doing of school work in a satisfactory manner. Doubtless many have stayed out of school so that it has been impossible for them to make progress. If the situation were thoroughly understood, it would most likely be found that a considerable number have failed in the work of the upper grades because they did not master the fundamentals of reading and arithmetic in the lower grades. This means that one method of improving the situation in these schools would be to increase the efficiency of the teaching in the fundamental subjects in the lower grades.

*Bright Children.* The emphasis thus far has been upon the fact that the children of this county do not measure up to the standards. It should not be forgotten that not a few children were found who completed the reading test with perfect answers in less time than was allowed for the test. In the arithmetic test a few children were found in the fourth and fifth grades who reached the standards for the eighth grade. If the question is raised as to why these chil-

dren succeed so well in a general situation such as has been described, the answer is that they are doubtless children of such high intelligence that their success does not depend in any large degree upon the type of school which they attend. Such children need only to be started in any type of school work. After this, their high grade of intelligence and their initiative carry them forward in a way which makes for a high degree of efficiency in their school work. These are the children who need but little drill, who are able to follow directions accurately, and who profit much by observation and contact with their classmates. Because a few children succeed in this manner in the one-room country school by the methods just described and finally attract public attention in some manner, it is often argued that the "little red school house" is an efficient institution. A much better measure of the efficiency of these schools would be to see what they do for all the children rather than to base judgments upon a few children who have by superior ability succeeded in spite of the training which these schools have given them.

*The Remedy.* The fundamental defect here is probably a two-fold one. First, there is not a clear appreciation of aims in teaching the two subjects, and second, there is not a clear understanding of the rules for the drill work which is necessary in the teaching of these subjects.

Space is not provided for a complete discussion of these two points, yet it may be said that unless the teacher has a fairly clear idea concerning the place and value of silent reading in school work, and appreciates some of the differences between silent and oral reading, successful teaching of this subject is not possible. It is also true that if the subject is to be well taught, there ought to be a clear appreciation of the value of practice work both in and out of school.

Efficient work in arithmetic demands that a clear distinction be made between the drill and reasoning processes in this subject. The four fundamentals are for the most part to be dealt with as drill processes and efficiency in these

processes is necessary to success in the reasoning phases of the subject. It should be emphasized also that mere drill will not bring success. The drill must be carried out in a way which centers the attention of the child upon his own difficulties and which allows sufficient time for these deficiencies to be overcome. Probably the best device for carrying out such work is that devised by Mr. Courtis and published by the World Book Co., Chicago.

The question is raised as to how the teachers are to get this information in regard to aims and methods. It is clear that a considerable period of time will elapse before there is a teaching force who have had such training in higher institutions of learning. If there is any feasible plan which will bring results more promptly, it should be adopted. Such a plan seems to be found in the employment of a county supervisor. This supervisor should be a well-trained person and should be selected by the county superintendent after conferring with the state superintendent. It should be the duty of this supervisor to visit her teachers often, to give demonstration lessons, to furnish detailed outlines, and to point out mistakes in teaching. Such a person becomes a teacher of teachers in service. This type of training is probably much more effective if given while the teacher is in actual service than if given while the teacher is a student in a college where teacher training is given. That such a plan is practical, is shown by the fact that it is used with success in Louisiana and other states in the Union.

## APPENDIX

The following forms were used in securing information regarding the schools of the County. In addition, data were secured from the office of the county superintendent, the office of the county tax Assessor and the federal census for 1920. Personal visitation by a representative of the Bureau of Extension was made to practically all of the schools in the County.

### QUESTIONNAIRE TO TRUSTEES

Educational Survey of the Rural Schools of-----  
----- County

Please fill in the information called for by these questions, and return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention.

-----  
County Superintendent of Schools.

Name of school-----

Name of trustee----- Postoffice-----

1. How many years have you resided in the district?-----
2. How many years have you served as school trustee?-----
3. How long have you served as trustee of this school?-----
4. Were you appointed by the county superintendent, or were you duly elected at the last regular election for school trustees?-----
5. Do you require the teachers to give you an inventory of the school property, library books, globes, charts, etc., at the end of each school year? -----
6. Do you always ask the advice of the county superintendent before making school improvements or purchasing school supplies?-----
7. Do you ever purchase school supplies from agents without first consulting the county superintendent as to prices, quality, etc?-----
8. Do you confer with the county superintendent before employing a new teacher?-----
9. If in need of a new teacher, how do you go about finding one?---
10. Does your school offer instruction in the high-school subjects?  
-----If not, what provision is made for high-school advantages for the children of your district?-----
11. Has school consolidation been considered in your district?  
-----If so, what was the outcome of it?-----
12. Name in the order of their importance, as you see them, three of the greatest needs of your school:  
(1) -----  
(2) -----  
(3) -----

## QUESTIONNAIRE TO SCHOOL PRINCIPALS

Educational Survey of the Rural Schools of-----County

Please fill in the information called for by these questionnaires and return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

-----  
County Superintendent of Schools.

Name of school-----Number of district-----

Name of principal-----Postoffice-----

## COMMUNITY RELATIONSHIPS

1. How many teachers in your school?-----
2. How many children of free-school age were enumerated for your school district by the last scholastic census?-----
3. How many have actually been enrolled in school this year?

-----  
4. How many families do the children come from?-----

5. A social center is a place where people meet for recreation or merely to pass the time away. The place of meeting may be a club, a barbershop, drugstore, postoffice, or some other place. Name the congregating places of your community in the order of their popularity

-----  
6. What per cent of the young people of your community go to town for their recreation?-----Why?-----

-----  
7. What per cent of your students above fifteen years of age intend to remain in the country and on the farm to live?-----  
Why? -----  
What per cent intend to go to the cities and towns to live?-----  
Why? -----

8. Do you have organized athletics in your school?-----  
Basketball?-----Baseball?-----Tennis?-----  
Other athletic sports?-----

9. Does your community have any of the following activities for social and cultural betterment: Choral club?-----Male or mixed quartette?-----Orchestra?-----Literary society?-----  
-----Reading circle?-----Story-tellers' league?-----  
Victrola concerts?-----Other activities?-----  
-----

10. Check the following conveniences for public meetings at your schoolhouse: Auditorium?-----Classrooms with folding or sliding doors?-----Movable seats?-----Victrola?-----Piano?-----Stereopticon?-----Motion picture machine?-----Other conveniences? -----

11. How many churches in your community?-----How many church services per month?-----What per cent of the people attend?-----How many church societies such as Epworth League, etc.?-----How often do they meet?-----How many Sunday-school services per month?-----

12. Does your community have any of the following business organizations: Farm bureau?-----Breeder's association?-----Farmers' union?-----Sweet potato curing plant?-----Other farm or business organizations?-----

13. Do you co-operate with Farm and Home Demonstration Agents?-----Does your school have the services of a county health nurse? -----

14. Have you an organized Parent-Teacher Association?-----Is it active?-----If not, why not?-----

15. Has your school held a community fair?-----Has it taken any interest in the county fair?-----

## GROUND, BUILDINGS, AND EQUIPMENT

### A. GROUND:

1. *Playground:* Area in acres?-----Neatly fenced?-----Fence in good repair?-----Shade trees?-----Places for eating lunches?-----Provisions for play: Tennis courts?-----Basketball court?-----Baseball diamond?-----Swings?-----Horizontal bars?-----Flag pole?-----Sand pile?-----Other play equipment?-----

Drainage: Good?-----Fair?-----Poor?-----Walks: Material?-----When built?-----

2. *Out Houses:* Boys' and girls' toilets at least 50 yards apart?-----Fly-proof and sanitary?-----How often cleaned?-----Marked and defaced?-----Shed for driving-stock used by pupils coming to school?-----

3. *Water Supply:* Well?-----Cistern?-----Spring?-----Pump in well?-----Method of distributing water: Bubbling fountains?-----Fountains in good working order?-----Hydrants and individual cups?-----Individual cups and common bucket?-----Common cups and common bucket?

-----  
**B. BUILDINGS:**

1. *Material:* Brick?-----Stone?-----Stucco?-----  
 Wood?-----Number of rooms?-----

2. *Condition:* Good?-----Fair?-----Poor?-----

When last painted?-----

Window panes missing?-----Clean?-----

Number of classrooms?-----Halls?-----

Storeroom?-----Condition?-----

Auditorium: Size?-----Folding doors opening

classrooms together?-----How seated?-----

How lighted?-----Piano?-----

3. *Heating:* Unjacketed stove?-----Jacketed stove?-----

Jacketed stove properly installed and in perfect working condition?

-----Stove polished?-----No disfiguring marks?-----

4. *Lighting:* Windows properly grouped and seats arranged so  
 light does not come directly into pupils' eyes?-----

Window space equal to one-sixth of floor space?-----No cross

lighting?-----Adjustable window shades?-----From top-----

5. *Ventilation:* Jacketed stove with outside air intake?-----

Ventilation by windows and doors only?-----

6. *Cleanliness and General Order:* Clean floors?-----

Sweeping compound?-----Floors oiled?-----Scrubbed

how often?-----Swept how often?-----

When?-----By whom?-----

Rough and splintery?-----Clean walls and clean furniture?

-----Dustless chalk?-----Oiled dust cloth?-----

Erasers and chalk-rail clean?-----Lavatory?-----

Liquid soap in glass bulb?-----Wash basin?-----

Individual towels?-----Mirror?-----Clean sanitary

shelves for lunch baskets?-----Equipment for serving hot

lunches?-----Scales, charts, and other necessary equipment for

weighing and measuring children?-----Shoe scrapers or mats

at door?-----

7. *Interior Decorations:* Pleasing interior?-----Clean paper

on walls or walls properly tinted?-----Pictures?-----

Pot plants or window boxes?-----

**C. EQUIPMENT:**

1. *General:* Single desks of three sizes and all desks in each row

of the same size?-----Adjustable?-----How often adjusted?

-----Number of pupils improperly seated?-----

Teacher's desk and chair?-----Desk?-----Neatly kept?

-----Maps?-----Globe?-----Charts?-----

Twenty-five linear feet of slate or hyloplate blackboard with chalk

rail in each room?-----Proper distance from floor

to suit pupils?-----



3. *Laboratories:* Case for keeping apparatus?-----  
Value of apparatus for physics?-----Agriculture?-----  
Physiology?-----Chemistry?-----Physical geography?  
Domestic science?-----Manual training?-----What per  
cent purchased from agents?-----Is apparatus well adapted to  
work in general science?-----What per cent of apparatus has  
been improvised by teacher and pupils?-----Thermometer?-----  
Good clock?-----Textbooks well cared for?-----Victrola  
and records?-----Good condition?-----

(For all children in school)

Principal of school\_\_\_\_\_Postoffice\_\_\_\_\_

Name of school\_\_\_\_\_County\_\_\_\_\_

[illegible]

Number of boys who entered school for the first time this year:  
 Five years old?-----Six?-----Seven?-----Eight?  
 -----Nine?-----

Number of girls who entered school for the first time this year:  
 Five years old?-----Six?-----Seven?-----Eight?  
 -----Nine?-----

*Instructions:* Starting at the top of the table, after you have found out the ages of all the boys in the first grade, put the proper numbers in the blocks along the horizontal line marked "Boys." For instance, if there are two boys five years old, put the figure 2 in the block directly under 5. If there are four boys six years of age in the first grade, put the figure 4 directly under 6, and so on. Do the same thing for the girls.

Please put the correct totals, both at the bottom and to the right, and see that they balance.

#### OBSERVATIONS OF SURVEYOR

1. *General orderliness and neatness of room:* Floors?-----  
 Pupils' desks?-----Teacher's desk?-----Blackboards?  
 -----Cloakrooms?-----Adjustment of window shades?  
 -----Condition of stove?-----

2. *Heating and ventilation:* Impression as to temperature of room?-----  
 Air fresh and cool, or stuffy and hot?-----  
 How is ventilation effected?-----

3. *General appearance of teacher:* Neat and orderly?-----  
 Careless and slovenly?-----

4. *Pupils:* General bearing?-----Neat?-----  
 Slovenly and unclean?-----Per cent giving attention effectively to business?-----  
 Attitude towards teacher and school?-----  
 Attitude towards visitors?-----

5. *Class Work:* Number of classes per day?-----Was teacher skillful in getting work out of pupils?-----  
 Were the recitations bookish and formal or did they exhibit initiative and independence of thought?-----  
 Evidence of teacher's preparation for the lesson?-----  
 Evidence of use of library books or other outside reading material?-----  
 Questions confined to textbook?-----  
 Did teacher show evidence of wide reading and rich experience?-----  
 Were examples and illustrations taken from the daily life and experiences of the pupils?-----  
 Does teacher live in the community?-----  
 Spend week-ends in community?-----  
 Leader in community affairs?-----

#### QUESTIONNAIRE CALLING FOR INFORMATION FROM TRUSTEES

Educational Survey of the Rural Schools of-----County.  
 Please fill in the information called for by these questions, and

return to the County Superintendent's office as promptly as possible. In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

-----  
County Superintendent of Schools.

Name of school-----

Name of trustee-----Postoffice-----

1. How many years have you resided in the district?-----
2. How many years have you served as school trustee?-----
3. How long have you served as trustee of this school?-----
4. Were you appointed by the county superintendent, or were you duly elected at the last regular election for school trustees?-----

-----  
5. Do you require the teachers to give you an inventory of the school property, library books, globes, charts, etc., at the end of each school year?-----

6. Do you always ask the advice of the county superintendent before making school improvements or purchasing school supplies?-----

-----  
7. Do you ever purchase school supplies from agents without first consulting the county superintendent as to prices, quality, etc.?-----

-----  
8. Do you confer with the county superintendent before employing a new teacher?-----

9. If in need of a new teacher, how do you go about finding one?-----

-----  
10. Does your school offer instruction in the high-school subjects?-----  
-----If not, what provision is made for high-school advantages for the children of your district?-----

-----  
11. Has school consolidation been considered in your district?-----  
If so, what was the outcome of it?-----

12. Name in the order of their importance, as you see them, three of the greatest needs of your school:

- (1) -----
- (2) -----
- (3) -----

#### QUESTIONNAIRE CALLING FOR PERSONAL INFORMATION FROM TEACHERS

Educational Survey of the Rural Schools of-----County

Please fill in the information called for by these questionnaires and return to the County Superintendent's office as promptly as possible.

In doing so you will be rendering a valuable service for the betterment of the rural and village schools of this county. Will you please give this matter your prompt attention?

-----  
County Superintendent of Schools.

Name of school-----  
Name of teacher-----Postoffice-----

### TEACHERS

#### *Biographical Facts:*

1. Sex-----Date of birth-----Place of birth-----
2. Were you brought up in city, village, or open country?  
-----
3. Occupation of your father (or guardian) during your school days -----
4. Are you married or single?-----

#### *Economic Status:*

1. Give your present monthly salary for teaching?-----
2. For how many months in the year are you employed?-----
3. How did you spend the major portion of your last summer vacation? -----
4. State the approximate amount of money earned outside of your teaching salary the past year?-----
5. Total amount saved or invested during the year?-----
6. Number of persons entirely dependent upon you for support?  
-----
7. Number of persons partially dependent upon you for support?  
-----

#### *Social and Living Conditions:*

1. Do you live with your parents while teaching?-----
2. Do you board?-----Live in teacher's home?-----
- Or maintain an independent household?-----
3. Approximate average living expenses per month (including board, room, laundry, transportation, etc.)?-----
4. How far is your boarding place from school?-----
5. Have you a room to yourself at your boarding place?-----
6. Is your room heated in winter?-----
7. Are you free to entertain callers or guests in the family living room or parlor?-----
8. What facilities have you for getting to town to shop, etc.?-----
9. To what extent do you stay at your boarding place over the week-ends? -----

#### *Education and Professional Preparation:*

1. How many years did you attend the elementary schools?-----
  2. How many years did you attend high school?-----
  3. How many years did you attend normal school?-----
  4. How many years did you attend college?-----
  5. Are you a graduate of a high school?-----
  6. Are you a graduate of a normal school?-----
  7. Do you hold a university degree?-----
- From where? -----
8. What grade of teacher's certificate do you hold?-----
  9. Have you ever taken any special courses in rural-school management, rural sociology, or other subjects designed to prepare you specially for country school teaching?-----
  10. Name the teachers' magazines or educational journals you are reading this year-----
  11. Name the professional books you have read the past year?  
-----
  12. What, in your judgment, could the normal school in which you studied have done in its training to better prepare you for your present work? -----

*Teaching Experience:*

1. At what age did you begin teaching?-----
2. How many years have you taught in all?-----
3. How long have you taught in your present position?-----
4. Give number of years you have taught in each of the following positions: One-teacher rural school?-----Two-teacher rural school?-----Graded village or city school?-----High school? -----Village principal?-----Village or city superintendent?-----Other educational experience  
-----

*School Management and Organization:*

1. Do you do your own janitor work?-----If not, how is it provided for?-----Salary of janitor?-----
2. How often is your schoolroom swept?-----Scrubbed?-----Desks scrubbed?-----
3. Is it your practice to be with your pupils on the playground at recess and at noon intermission?-----To what extent do you join in the sports and games?-----
4. How often do you have meetings with teachers and trustees?  
-----

## COURSE OF STUDY

(Teachers in the elementary grades fill in data for the elementary grades only. Teachers of the high-school grades fill in data for the high-school subjects only.)

Have you a daily program of study?-----

Is it based upon the State Course of Study?-----

1. *Elementary Grades:* How many pupils in the elementary grades studying each of the following subjects: Reading-----

Writing? -----Arithmetic? -----Spelling? -----

English grammar? -----Oral and written English composition?

-----Texas History?-----U. S. History?-----

Civics?-----Physiology and hygiene?-----Physical geog-

raphy? Descriptive geography?-----Nature study?-----

General Science?-----Agriculture?-----Other subjects:

-----

2. *The High-School Grades:* How many students in the high-school grades are studying each of the following subjects: Algebra?

-----Plane geometry? -----American history? -----

Civics and Government?-----English history?-----Other

history courses?-----English composition and rhetoric?-----

Latin?-----Foreign languages?-----Physics? -----

Chemistry? -----Agriculture? -----Farm accounting?

Animal husbandry? -----Domestic science and art?-----

Other subjects? -----

-----

Total number of hours per week devoted to the teaching of high-school subjects by all the teachers in your school?-----

Total number hours per week devoted to the teaching of the elementary subjects by all the teachers in your school?-----

## **THE UNIVERSITY OF TEXAS**

### **Bureau of Extension**

1. **Rural School Service.** Lecturers and rural school specialists are available for county school surveys, for lectures on school improvement, and for general assistance in directing and organizing community meetings.

2. **The Division of Extension Teaching.** Courses equivalent to those offered in residence at the University are taught by mail, by members of the University faculty. Extension classes are offered in those centers in the State where there is a demand for them. Group Study Courses are available for study clubs.

3. **The Division of Home Economics.** Conferences and clinics are held relative to the health and nutrition of children of pre-school age, as well as for children of school age. Budget making and budgetary spending are taught to groups where such service is desired.

4. **Division of Government Research.** Information relative to the problems of municipal, county, state, and national government may be had from this division.

5. **The Division of Package Loan Library.** This division collects material on all important present-day subjects and loans it, free of charge, to schools, women's clubs, libraries, community and civic organizations, and individuals. When demand for them arises, special libraries are often made up on subjects on which libraries are not already prepared.

6. **The Photographic Laboratory.** This laboratory is prepared to make lantern slides, produce negatives, and do technical photography. The laboratory is also prepared to make motion picture films.

7. **The Division of Trades and Industries.** Courses in trade, analysis, lesson planning, methods of teaching, practical teaching, related subject work, and history of industrial education are given in industrial centers, by members of the division working in co-operation with the State Board for Vocational Education.

8. **The Division of Visual Instruction.** Lantern slide sets are distributed for educational and recreational purposes. Motion picture films are distributed through the division, and information relative to Extension service has been prepared and will be mailed free upon application.

9. **The University Interscholastic League.** Educational contests are promoted among the public schools of Texas in public speaking, essay-writing, and spelling. It is the purpose of the League also to assist in organizing, standardizing and controlling athletics. A bulletin for use in the spelling contests is issued, also one briefing the subject for debate and giving selected arguments, one giving sixty prose declamations, and one containing the Constitution and Rules including a thorough description of all the contests undertaken.

**"THE UNIVERSITY EXTENSION CAMPUS IS THE  
STATE OF TEXAS."**

Address general inquiries to      T. H. SHELBY, Director,  
Bureau of Extension,  
University of Texas.



